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ABSTRACT

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed for chemical plant employees, the course covers basic English speaking and writing skills needed to communicate effectively at work and outside the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were developed for workers at Rhein Chemie in New Jersey. The materials for the 40-hour course include a course outline, objectives, a topical outline, a list of chemical vocabulary and definitions, and 15 lessons. Lessons consist of objectives, information, exercises, and worksheets. Topics covered are as follows: verb tenses, asking questions, measurement, prepositions, directions, complex sentences, possessives, reading skills, conditionals, use of verbs, quantity, and countable and noncountable nouns. (KC)

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ENGLISH LANGUAGE FOR THE CHEMICAL PLANT

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MERCER COUNTY COMMUNITY COLLEGE
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OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

ENGLISH IN THE WORKPLACE

Course covers basic English speaking and writing skills needed to communicate effectively at work and outside of the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were specific to the work done at Rhein Chemie.

OBJECTIVES

Upon completion of this course, students will be able to:

- Communicate with co-workers and supervisors in English
- Understand instructions given in English
- Be able to read and follow written directions of relevance to work and other important tasks

TOPICAL OUTLINE

- Simple present tense
- Asking questions and reporting information
- Measurement
- Verb: to have
- Prepositions
- Present progressive
- Directions in a building
- Complex sentences
- Simple present vs. present progressive
- Possessives
- Simple reading skills
- Future tense
- Calling in sick
- Future tense: going to do something
- Modals
- Past tense: regular forms
- Comparatives and superlatives
- Past tense: to be
- Past tense: irregular verbs
- Use of the verbs: to lose, to spend, to waste
- Verb tense consistency
- Conditionals and the use of can/will in the past
- Permissives and causatives
- Making a complaint/request/suggestion
- Past progressive
- Quantity: too, enough
- Countable/nonconountable nouns

- Past progressive and the simple past
- Indefinite articles
- Present perfect
- Present perfect and simple past: double questions

OTHER

- 40 hours

VOCABULARY

1 thru 5 - machines used to mix chemical compopunds into a rubber base

clean ups XA - A - B - C
clean ups performed by operators of that certain mill for that day and mills require clean ups after they are through running all the material pertaining to the specific job

binder - is leftover material from a certain job that does not total up to the pack weight of that specific job. It is then put on the binder shelf until the next time that that certain job comes up.

sixit - this is when the materisl mixed by the operator is bad or has contamination in it. for example paper, wood. plastic. metal. Then the operator proceeds to put it through #6 by placing the material in the extruder and screening it until the bad material is cleaned.

sheetoff - is when the operator screens all of the bad material and puts it back up on the mill and sheets it off.

labby - is a technician who checks batches that the operator has mixed. When the labby approves it. the operator then takes it off and packe it up for shipment.

pigs - are material rolled off the mill by the performing operator

rubber and binder in pan - is tha material used for the job running plus the rubber pertaining to that job running mixed together

a batch - is the weight or size of one batch that the operator mixes during a day

S.O.P. - means that the job calls for extruding the batch after the operator is done mixing it. The customer pays for this screening.

#6 barwell - this is where the bad batches are screened; also where all s.o.p. batches are screened.

T.B.P. - means "to be packed." Means that the packer left the batch on the table because it was still too hot to be packed at that time.

Lesson: Simple present tense

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Formulate sentences using the simple present tense.
2. Formulate questions using the simple present tense.
3. Identify steps of a simple process such as obtaining a driver's license.

Rhein Chemie Lesson #1

Introduction to each other - discussion of job tasks

Simple present tense:
I work at RC.
I live in Trenton.
He drives a red car.
They speak on the phone.
The teacher asks questions.

Question format:

?	helper	subj.	verb.	misc.
Where	DO	you	work?	
When	DO	you	eat	lunch?
What	DOES	she	type?	
Why	DOES	he	arrive	late?

Simmple process:
GOAL: getting a NJ drivers license
MATERIALS: drivers manual. car. permit
STEPS and REQUIREMENTS: 7

1. You must be 17
2. You must be a resident of NJ
3. You must get a permit
4. You must read and study the manual
5. You must practice driving with a licensed driver
6. You must pass a written test and a driving test
7. You get your license

Discussion of the importance of each step in the whole process.
Vocabulary review: resident. permit. manual
Worked on rewriting the list as a paragraph of instructions. using "first. second. then" as transitions.

Lesson: Asking questions and reporting information/Measurement

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Ask questions and report information in the third person.
2. Recognize and be able to use measurement vocabulary.
3. Ask and answer questions involving measurement.

Rhein Chemie Lesson #2

Review of the simple present
Asking each other questions and reporting information in the third person

Role play asking for information:
Excuse me. where is the book?
It is on the table.
Okay. Thank you.
You're welcome.

Excuse me. where are the scissors?
They are in the box.
Okay. Thanks a lot.
Sure, no problem.

Role play asking for help:
Excuse me, can you help me move this table?
Sure. What can I do?
Just pick up that end. okay?
Okay. No problem.
Thanks a lot.
Sure.

Excuse me. can you help me measure this table?
Sure. What do you want me to do?
Just hold the tape measure there. okay?
Sure. no problem.
Thanks.
You're welcome.

Measuring review:
vocabulary: tape measure. ruler, inches. foot/feet. yard
using a tape measure: how to read and communicate measures
How wide is this table?
It is 2 and a half feet wide.
What is its width?
Its width is 2 and a half feet.

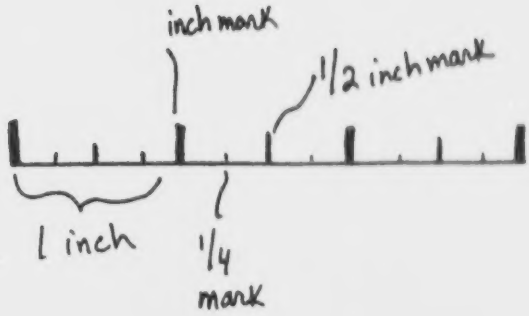
How long is this table?
It is 5 and three quarter feet long.
What is its width?
Its width is 5 and three quarter feet.

How thick is the table?
It is three quarter inches thick.
What is its thickness?
Its thickness is three quarter inches.

Giving the total measurements of the table top: it is 2 and a half feet by 5 and three quarter feet by three quarter inches.

Giving exact measurements using both feet and inches:
It is 5 feet and 3 inches long.
It is 3 feet and 7 inches wide.

Converting to yards:
The table is one yard and 3 inches (total 39 inches)



Lesson: Verb: to have/Prepositions

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the verb "to have" in questions and sentences.
2. Ask where items are.
3. Identify where items are.
4. Ask politely where something is.

Rhein Chemie Lesson #3

Review of the simple present using the worksheet: fill in the verb form. then make a question from that sentence (practicing both declarative and interogative forms)

verb to have:

I have	we have
you have	you have
he/she/it HAS	thay have

Question format?

?	helper	subj.	verb	misc.
How many cars	DO	you	have?	
How many cats	DOES	she	have?	
When	DO	they	have	lunch?

PREPOSITIONS

Illustration of warehouse / storage room. Asking where items are and reporting correctly.

Where is the fan switch?
It is between _____.

Where is the box of staples? Where are the staples?
It is on the bottom shelf, next to the tape.

Where is the mirror?
It's on the wall.

Where are the uniforms.
They are in the box.

Where is the box of uniforms?
It is in front of the mirror.

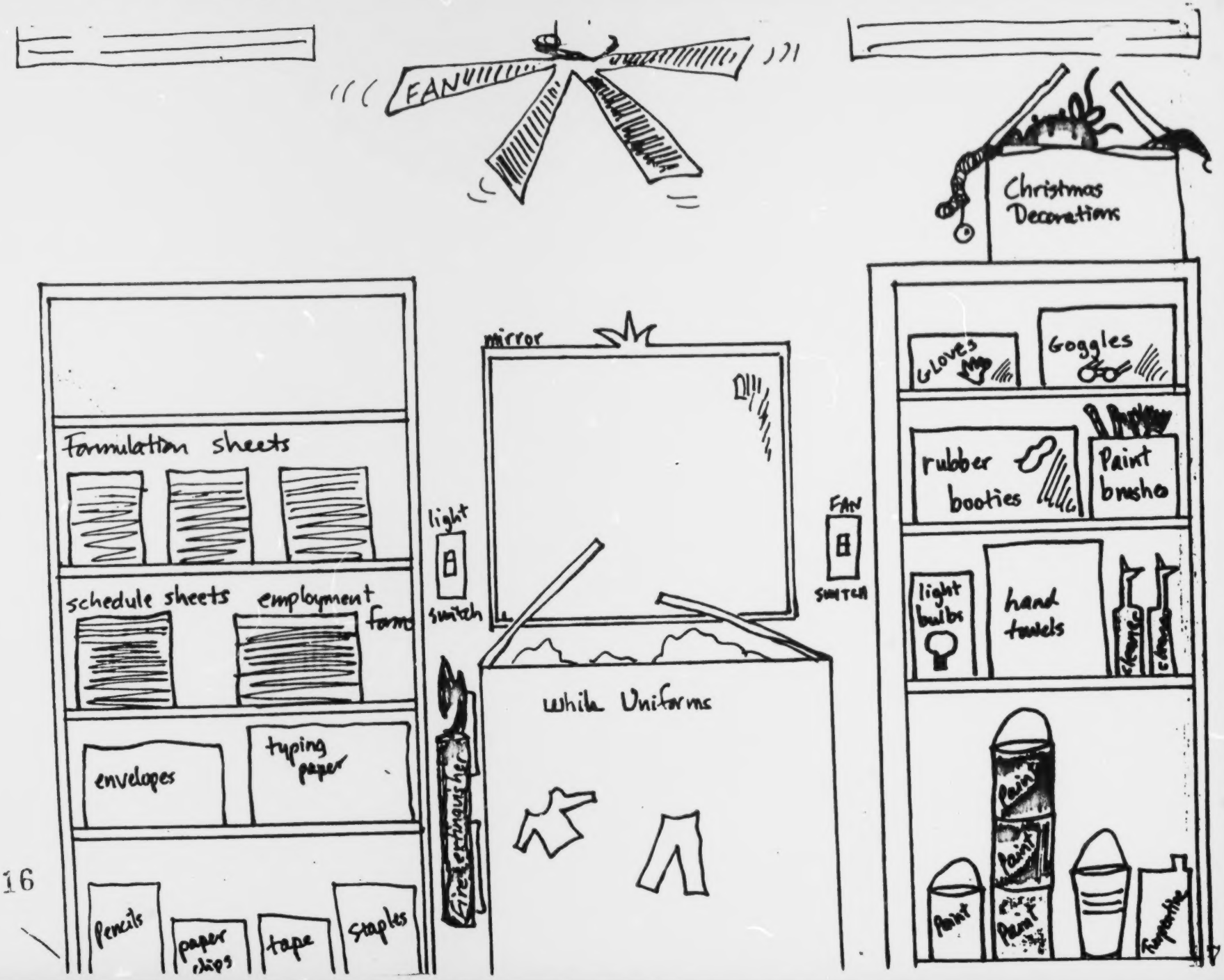
Where are the gloves?
They are on the top shelf of the right hand cabinet. next to the goggles.

ROLE plays: asking politely where something is
Excuse me. can you tell me where the tape is?
Sure. It's on the bottom shelf of the left hand cabinet. between the staples and clips.

Okay. Thanks.
No problem.

Extended role play: having trouble finding something after receiving directions to it

Excuse me. can you tell me where the fire extinguisher is.
Sure. It's on the wall, between the left cabinet and the box of uniforms.
Okay. (some time later) Excuse me. but I can't find it. Can you show me where it is?
Okay. It's right here.
Oh. now I see it. Thank you.
You're welcome.


FAN
Christmas Decorations
mirror
Formulation sheets
light
switch
FAN
SWITCH
Gloves
Goggles
rubber booties
Paint brushes
schedule sheets
employment form
light bulbs
hand towels
envelopes
typing paper
White Uniforms
Fire extinguisher
pencils
paper clips
tape
staples
Paint
Paint
Paint
Paint
Paint

Worksheet

Present Tense

1. (to play) I _____ basketball with my friends.

2. (to play) My son _____ football in the fall.

3. (to like) My son also _____ baseball in the summer.

4. (to like) I _____ football because it is easy to be hurt.

5. (to want) I _____ to study English.

6. (to tell) My boss _____ me what to do.

7. (to tell) She is an honest person. so she _____ _____ any lies.

8. (to stay) My children _____ home in the summer.

9. (to go) In the fall, my children _____ to school.

10. (to know) My children _____ how to speak french. but they _____ how to speak english and spanish.

Lesson: Simple present vs. present progressive/Possessives

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Formulate sentences that use both the simple present and present progressive.
2. Identify steps in a simple process: unlocking the apartment door.
3. Identify and use possessive forms in sentences and questions.

Phein Chemie Lesson #4

Present progressive: to be + ing
I am speaking English.
We are sitting in the conference room.
The teacher is wearing a blue dress.
He is wearing a white hat.
You are sitting next to Jose.

Negative forms:
I am not speaking Spanish.
We are not sitting at the picnic table.
The teacher is not wearing jeans.
He is not wearing a suit.

Question format:

?	helper	subj.	verb	misc.
Where	ARE	you	sitting?	
What	IS	he	eating?	
What color shirt	IS	she	wearing?	
WHO	IS		sitting	next to him?
When	ARE	they	leaving?	

Short answer practice:
Are you sitting? Yes. I am.
Is he wearing a hat? Yes, he is.
Is she wearing jeans? No. she is not.
Are we speaking Spanish? No we are not.
Are we speaking English? Yes, we are.

Directions in a building:
Vocabulary: on the left / right: on your left / right: straight ahead: turn left / right: make a right / left turn: corridor: hallway: go through the lobby: go past the cafeteria.

Illustration of a company: asking and giving directions to a place in the company
Role play:

Excuse me. where is Mr. Smith's office.
It's straight ahead, on the right. It's the second door on your right.
Okay. thanks.

Sure.

Excuse me. how do I get to the cafeteria?
Go straight ahead. then make a right turn. The cafeteria is on your left.
Okay. thanks a lot.
No problem.

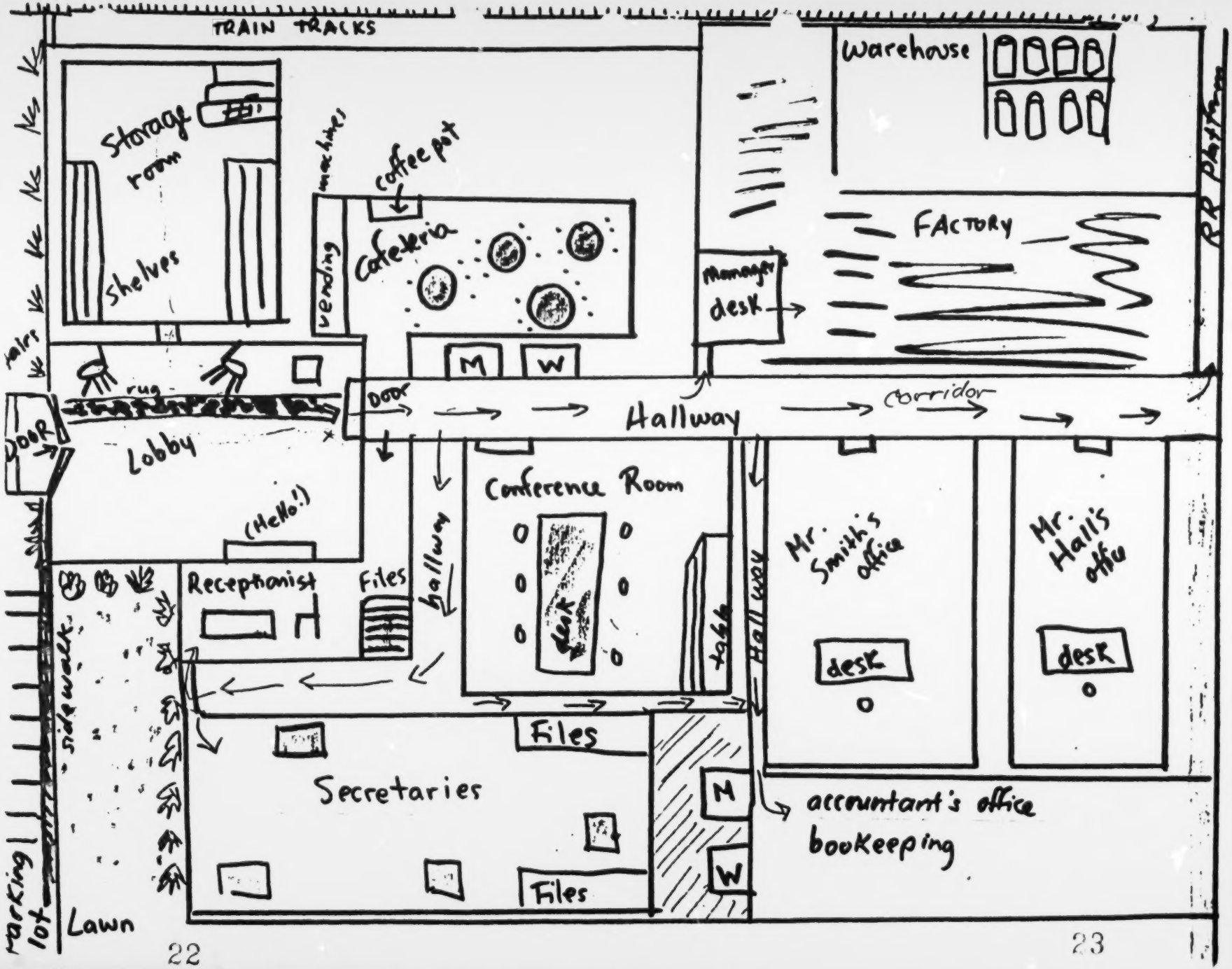
* Excuse me. how do I get to _____.

Complex sentences using simple present: tense consistency and time words (when. before. after)

When I drive to work. I go past the mall.
When I leave RC. I go home.
Before I eat lunch. I buy a soda.
Before he eats lunch. he buys a soda.
After she leaves the class. she drives home.
After I go to the bank. I go to Superfresh.

Question format:

?	helper	subj.	vb.	misc.
What	DO	you	do	after you leave RC?
What	DOES	she	drive past	when she comes to work?
What	DO	they	buy	before they eat lunch?


TRAIN TRACKS
Warehouse
Storage room
Shelves
vending machines
coffee pot
Cafeteria
FACTORY
Manager's desk
RR platform
M
W
rug
Door
Hallway
corridor
Lobby
Door
(Hello!)
Conference Room
Receptionist
Files
hallway
desk
table
Hallway
Mr. Smith's office
Mr. Hall's office
desk
desk
sidewalk
Files
Secretaries
Files
M
W
accountant's office
bookkeeping
parking lot
Lawn

Worksheet

Verb Practice - "Right now"

1. Right now, he _____ for the train.
(to wait)

2. They _____ television.
(to watch)

3. At this moment, we _____ in the conference room. (to sit)

4. She _____ vacation on Monday.
(to take)

5. I _____ brown shoes today.
(to wear)

6. The teacher _____ the book on the table. (to put)

7. They _____ water because they are thirsty. (to drink)

8. We _____ pepperoni pizza.
(to eat)

9. The company _____ a good year.
(to have)

10. The temperature _____ up.
(to go)

Lesson: Present progressive/Directions in a building/Complex sentences

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present progressive tense.
2. Use the present progressive in negative statements.
3. Ask and answer questions involving the present progressive tense.
4. Give and follow directions to locations in a building.
5. Formulate complex sentences using the simple present tense.
6. Formulate complex questions using the simple present tense.

Rhein Chemie Lesson #5

Present progressive review: handout working on declarative verb forms and on interogative structures

Simple present vs. present progressive

I speak Spanish. but I am not speaking Spanish now.
I smoke. but I am not smoking now.
I do not drink beer, and I am not drinking beer now.
He drives a Mazda. but he is not driving now.

Question format:

?	helper	subj.	vb.
Where	DO	you	work?
Where	ARE	you	working now?
What language	DOES	she	speak?
What language	IS	she	speaking now?

* * *

Short answers: practicing quick replies

Do you speak English? Yes, I do.
Do you speak Russian? No, I don't.

Are you speaking English? Yes, I am.
Are you speaking Spanish? No, I am not.

Is he wearing a shirt? Yes. he is.
Is he wearing a hat? No. he is not.

Does he smoke? Yes. he does.
Is he smoking? No. he isn't.

Process: unlocking the apartment door
GOAL: to unlock the door
Materials: key
Steps: 5 (plus 2 reminders)

1. find keys
2. find apartment key on the keychain
3. put the key into the lock
4. turn key (to the left/right)
5. push open door
6. take key out of lock
7. close door behind you

POSSESSIVES

my	our
your	your
his/her	their

This is my book.
That is your pencil.
Turn to your left.
The chair is on your right.
This is not our classroom.

QUESTION: WHOSE _____ is this?

WHOSE _____ are these?

Is this your book?

Are these your pens?

Worksheet

Verb practice

1. He usually _____ cigars. but he _____ cigars now. (to smoke)

2. We always _____ pizza, but we _____ pizza now.

3. He doesn't always _____ beer, but he _____ beer now. (to drink)

4. Right now they _____ a meeting. and they usually _____ it on Thursdays.

5. I almost always _____ my own lunch (to bring). but today I _____ my lunch (to buy).

6. It never _____ on Mondays, but right now it _____. (to rain)

7. Rhein Chemie _____ chemicals. and right now the factory _____ a mix of chemicals. (to make)

Lesson: Simple reading/Future tense/Calling in sick

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Read simple workplace material.
2. Use the future tense in sentences and questions.
3. Use the future tense in negative sentences.
4. Call in sick.

Rhein Chemie Lesson #6

Simple reading: RC pretest material (part II #3)

Virgin material tends to be hard and brittle when it cools. If it is very flexible when _____ is cold. check to make sure that all the _____ have been added and that they are the correct ones. Reworks may be flexible.

Vocabulary: tends to. brittle, flexible

Future tense: will

I will come to work tomorrow.
He will eat lunch at 12:00.
You will bring your notebook to class.
They will use this conference room for meeting.
We will have class again on Monday.

Negatives: will not / won't
I will not go to FLorida this year.
I won't go to Florida this year.

He will not study math.
He won't study math.

Question format:

?	helper	subj.	verb	misc.
Where	WILL	you	park	your car?
When	WILL	he	come	to work?
What	WILL	they	bring	to class?
Why	WILL	we	have	class late?
How	WILL	she	go	to NY?
WHO	WILL		meet	her there?

* * *

Short Answers:

Will you come to class tomorrow? Yes, I will.
Will you speak Spanish in class? No, I won't.

Will he visit his parents? No, he won't.
Will she go to the bank? Yes, she will.

Role play: calling in sick
vocabulary: to have an upset stomach, a headache, a fever, a rash, a cold, the flu: to feel sick, terrible.
Commands: the doctor tells me to rest
the doctor tells me to stay home
the doctor tells me to take aspirin

Hello, Rhein Chemie. May I help you?
Yes, this is _____.
Oh, hello. How are you?
Not too well. I will not come to work today because I am sick.
Okay. Will we see you tomorrow?
Yes, you will.
Alright then, take care.
Thanks.

Hello, Rhein Chemie. May I help you?
Yes, this is _____.
Oh, hello. How are you?
Not too well.
What's the matter?
I have an upset stomach and I won't be in work today.
Oh, that's too bad. Will you be here tomorrow?
Yes, I will.
Okay. Take care, and we'll see you tomorrow.
Yes. Thank you.

Hello. Rhein Chemie. May I help you?
Yes, this is _____.
Hello _____. How are you doing today?
Not much better. The doctor tells me I am very sick.
Oh really? What is the matter?
I have an upset stomach and a fever. He tells me to stay in bed and rest until next week.
I see. So we won't see you until Monday?
That's right. I'll be at home until Monday.
Okay. Thanks for calling. Take care, and we'll see you on Monday.
Yes, I'll see you then. Goodbye.

Lesson: Future tense: going to do something/Modals

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the future tense, "going to ..." in sentences and questions.
2. Use the future tense, "going to ..." in negative sentences.
3. Identify steps involved in a simple process: opening a taped box of material.
4. Use modals in sentences and questions.

Rhein Chemie Lesson #7

Future tense review: handout

Alternative future expression: going to do something

This weekend I am going to visit my sister.
She is going to cook dinner.
We are going to study more vocabulary.
They are going to buy a new machine.

Negatives:
We are not going to eat lunch here.
They are not going to buy a used machine.
You are not going to sit next to the window.
I am not going to watch TV tonight.

QUESTION format:

?	helper	subj.	verb	misc.
What	are	you	going to do	tonight?
When	is	she	going to eat?	
Where	are	they	going to sit?	
Who	is		going to study?	

Process:
Goal: to open a taped box of materials
Materials: knife
Steps: 6 (plus one safety step)
Vocabulary: knife, blade, razor, stanley knife, tape, right side up, up side down, sideways

1. take out knife (razor)
2. open blade of razor
3. make sure the box is right side up
4. cut the tape along the top with the knife
5. cut the tape along the top sides
6. put razor aside in a safe place
7. pull open box tops

safety issues: open and closed blades, placement and storage of knife, making sure the box is right side up and not up side down or sideways.

MODALS: can vs. may

can / ability

may \ permission

I can speak Spanish. I can drive. I can vote.
I can't speak Italian. I can't drive a motorcycle.

He can park in a small space. He can reach the ceiling.
He can't park between the two trucks. He can't reach the roof.

In class you may speak English. but you may not speak Spanish.
He may park in the parking lot, but he may not park in front of the fire hydrant.

Question format:

?	helper	subj.	verb	misc.
Where	may	I	park?	
What language	can	you	speak?	
	May	I	help	you?
	Can	he	pick up that big box?	
	Can	you	hear	me?
When	may	we	leave?	

* * *

Short answers:

Can you hear me? Yes, I can. / No I cannot. / No. I can't.

May I sit here? Yes. you may. / No. you may not.

Can you see the screen? Yes, I can. / No, I cannot. / No. I can't.

Verb practice

1. Tomorrow he _____ to work.

2. Next week she _____ her vacation.

3. She _____ to Puerto Rico.

4. Next year they _____ a new house.

5. This weekend we _____ my brother.
   but we _____ for a long time.

6. Tomorrow the company _____ a picnic.

7. He thinks the Yankees _____ the World Series.

8. I hope it _____ on Saturday
   because we _____ a BBQ.

9. Do you really think my car _____?
   (to run)

10. The mechanic thinks it _____, but
    he knows it _____ well.

Lesson: Past tense: regular forms/Comparatives and superlatives

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the regular past tense in sentences.
2. Use the regular past tense in questions.
3. Use time words with the regular past tense.
4. Use the regular past tense to report information.
5. Use the regular past tense to report information about another person's actions.
6. Use comparatives and superlatives.

Rhein Chemie Lesson #8

Past Tense - regular forms

verb + ED

I worked on Monday. but I didn't work on Sunday.
You walked to the store.
He talked to the supervisor. but he didn't talk to Dot.
We watched TV until midnight.
They listened to the radio.
When I visited my sister. I stayed for three hours.

QUESTION FORMAT

?	helper	subj.	vb.	misc.
When	DID	you	work?	
Where	DID	they	walk	to?
Whom	DID	he	talk	to?
What	DID	they	listen	to?
Why	DID	you	visit your sister?	
How long	DID	you	stay?	

* * *

Short answers:

Did you walk to the store? Yes. I did.
No. I did not / didn't.

Did she watch the Olympics? Yes. she did.
No. she didn't.

Did we open the windoes in the room? Yes. we did.
No. we didn't.

* * *

Time Words used with the past tense:

yesterday. last week. last month. last year. last night, yesterday afternoon. ago

I worked yesterday. but I didn't work 2 days ago.

Reporting Information:

When did you mix that batch?
I mixed it two days ago.
Did it work okay?
Yes. it worked okay.

When did you receive your last pay check?
I received it last Friday.

Where did you park the truck?
I parked it next to the building.

Reported speech - reporting information about another person's actions:

asked him + question word

I asked him WHERE he parked.

I asked him WHEN he parked there.

I asked him WHY he parked there.

I asked him HOW he parked.

I asked him WHAT he did.

I asked him WHO he visited.

I asked him IF he visited his sister.

told me + question word

He told me WHERE he parked.

He told me WHEN he parked there.

He told me WHY he parked there.

He told me HOW he parked there.

He told me WHAT he did.

He told me WHO he visited.

He told me THAT he visited his sister.

told me + that (specific info)

He told me THAT he parked next to the building.
He told me THAT he parked straight.

NOTE: difference between simple question form and reported speech form. The r.s. form is not a question, but a statement. so don't flip sub. and vb.

Where DO YOU live?

He asked me WHERE I lived.

Role play: reporting a conversation

Worksheet

Comparatives and Superlatives

Paul is 6 feet tall.
George is 5 feet 9 inches tall.
Peter is 6 feet 3 inches tall.

1. Paul is _____ than Peter.

2. Peter is _____ than George.

3. Peter is _____.

4. George is _____.

5. George is not _____ Paul.

6. Paul is not _____ Peter.

A BMW costs $40.000.

A Mercedes costs $37.000.

A Jaguar costs $45.000.

7. A BMW is _____ than a Mercedes.

8. A Mercedes is _____ than a Jaguar.

9. A Jaguar is _____ than a Mercedes or a BMW.

10. A Jaguar is _____.

---

good / better / the best

11. Miller beer is a _____ beer. but Heinecken is _____ than Miller.

12. Heinecken is not_____ Dos Equis.

13. Of all the beers. Lowenbrau is _____ and Old Milwaukee is _____.

14. I think that Florida is _____ place to go for vacation.

15. Florida is _____ Canada because it is warmer and there are beaches.

16. The peaches in NJ are _____. but the peaches in Florida are _____.

---

bad / worse / the worst

17. Trenton is a _____ place to go to on vacation.

18. Trenton is _____ than Puerto Rico for vacation.

19. Of all the places in the world. Trenton is _____ for vacation.

20. Sweeping a wet floor is _____ lifting boxes because you get so dirty.

Lesson: Past tense: to be/Irregular verbs: past tense

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the past tense "to be" form in sentences and questions.
2. Use the negative forms of the past tense "to be."
3. Use the past tense "to be" form to report information.
4. Identify irregular past tense verbs.

Rhein Chemie Lesson #9

Past tense: to be

I was / wasn't	we were / weren't
you were / weren't	you were / weren't
he/she/it was / wasn't	they were / weren't

I was late to work yesterday.
Two days ago she was sick.
Last month they were very busy.
Last year we weren't in NJ.
Three weeks ago he was in Guatemala.

QUESTION FORMAT

?	verb	subj.	misc.
Where	were	you?	
When	was	she	in Puerto Rico?
What	was		on the table?
Who	was		late for class?
Why	was	the doctor	so busy?
How	was	the temperature	yesterday?

NOTE: we do not use "did" with the verb to be in the past

* * *

Short answers:

Were you tired?	Yes. I was. No. I wasn't.
Was she hungry?	Yes, she was. No. she wasn't.
Were they busy?	Yes, they were. No. they weren't.
Was it hot yesterday?	Yes. it was. No. it wasn't.

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There was / wasn t ---- there were / weren t

There was an accident.
There was a fire.
There wasn't an injury.
There weren't any injuries.
There were many problems.
There weren't any mistakes.

Role play: Reporting an accident

There was a fire in the factory.
Where was it?
It was in the storage room.
Was anyone hurt?
No. No one was hurt. but there was a lot of smoke.

There was an accident on the floor.
Where was it?
It was near the kitchen.
What happened?
Paul walked on some powder and slipped.
Was he hurt?
No. he wasn't.

Past tense: Irregular verbs (see handout)
introduction and practice with more common verbs

Worksheet

Past Tense

1. Yesterday, I _____ for eight hours. (to work)

2. The day before yesterday, he _____ to his supervisor. (to talk)

3. She _____ the Olympics for 3 hours. (to watch)

4. They _____ at the best hotel. (to stay)

5. We _____ to learn Italian. (to try)

6. You _____ the door after you _____ the door. (to lock / to close)

7. They _____ their parents after they _____ in Trenton. (to visit / to arrive)

8. She _____ three miles because she _____ to get a lot of exercise. (to walk / to want)

9. They _____ about the tickets and they _____ to get front row seats. (to ask / to decide)

10. Our supervisor _____ us how to pack the boxes, and we _____ them all correctly. (to show / to pack)

Lesson: To lose, to spend, to waste/Verb tense consistency

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present and past tense of the verbs to lose, to spend, and to waste correctly.
2. Use irregular past tense verbs in sentences.
3. Keep verb tense consistent.

Rhein CHemie Lesson #10

Specific verb use: to lose / to spend / to waste

On vacation. I lost my watch and I spent a lot of money.
She spends a lot of time reading.
They waste a lot of time watching cartoons.
You lost your forulation sheet: don't waste time looking for it.
I prefer to spend my time eating. and spend my money on good food.
I don't waste any time or money on things I don't like.

Past tense review (see worksheet)

Past tense - irregular verb practice (see handout)

I came to work late.
He ate lunch at noon.
They drank soda with their pizza.
You brought your your friends to the party.
She bought a new house.

I didn't come to work early.
He didn't eat at 1:00.
They didn't drink beer with their pizza.
You didn't bring Joe.
She didn't buy a new car.

* * *

QUESTION FORMAT review

When did you come to work today?
When did he eat lunch?

* * *

Verb tense consistency: comparison of present and past tenses and time words

When DOES he USUALLY eat?
He usually eats at noon.

DID he eat at noon YESTERDAY?
Yes. he did.

- - - -

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- - - -

What DO they TYPICALLY drink?
They typically drink soda.

What DID they drink two days AGO?
Two days ago they drank beer.

- - - -

Before he comes to work, what does he do?
Before he comes wo work, he has breakfast.

Before he came to work, what did he do?
Before he came to work, he had breakfast.

- - - -

After you mix the batch, what do you do?
After I mix the batch, I send a sample to the lappy.

After you mixed the batch, what did you do?
After I mixed the batch, I sent it to the lappy.

Role play: reporting what you did for the day

So, what did you do today?
I mixed a lot of batches today and I cleaned my work area.
Did you have a good day?
Yes, I did. But I am tired.
Okay, see you tomorrow.
Yes, see you.

So, what did you do today?
I packed materials in the morning and I mixed in the afternoon.
Did you have a good day?
Yes, I did. I got a lot done.
Good for you. See you tomorrow.
Yes, see you.

Did you get a lot done today?
No, not really.
Oh, why not?
There was a small fire in the warehouse.
Oh no. Were there any injuries?
No, but there was a lot of running around.
I hope you have a better day tomorrow.
Me too.

Worksheet

TO BE

1. Yesterday I _____ sick.

2. He _____ hungry before lunch.

3. After lunch. he _____ hungry anymore.

4. They _____ happy to see their frienas.

5. You _____ on time because of the traffic.

6. Rhein Chemie _____ open on Sunday.

7. We _____ busy in the conference room.

8. We _____ bored by the exciting news.

9. She _____ sad because she lost her wallet.

10. The batch _____ good. so it _____ packed.

Lesson: Conditionals and use of can/will in the past tense/Permissives and causatives

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use conditionals and can/will forms in sentences and questions.
2. Use permissives and causatives in sentences and questions.
3. Make complaints, requests, and suggestions.

Prein Chemie Lesson #11

Simple past review (see worksheet)

Conditionals and use of can/will in the past (could/would)

He tells me that he can write the letter.
He told me that he could write the letter.

I ask him if he can work late.
I asked him if he could work late.

She tells me that she will talk to the supervisor.
She told me that she would talk to the supervisor.

Present unreal conditional:

If I had a million dollars, I would go to China.
If he had a license, he could drive to work.
If we spoke Russian, we could visit Russia.
If they brought their lunches, they would save money.

QUESTION FORMATS:

?	helper	subj.	vb.	IF clause
What	would	you	do	if you had money?
Where	could	you	go	if you spoke Italian?

* *

IF clause	?	helper	sub.	vb.
If you spoke Italian,	where	could	you	go?
If they had a boat,	what	could	they	do?
If she knew Mr. Bush,	who	could	she	visit?

PERMISSIVES and CAUSATIVES - let, have, make

I let my son drive because he is 16, but I don't let him drive into NY city.

He lets his sister bring her children to his house, but he doesn't let her leave them there.

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- - - -

I have the dry cleaner clean my nice clothes.

We have the mechanic fix the car when it is broken.

You have the clerk pack your shopping bags. but you don t have her carry them to your car.

- - - -

The teacher makes the students work very hard. but she doesn't make them stay past 4:00.

He makes his daughter clean her room.

They don't make us move to another building. but sometimes they make us move to another room.

QUESTION format:

DO you let your son drive?
DOES he let his children cook dinner?
DOES she make her husband clean the house?

WHO do you make fix the car?
WHO do you let drive your car?

Role play: making a complaint / request / suggestion

Excuse me. I want to make a complaint.
What's wrong?
Someone parked in front of the loading door and I can't put the boxes on the truck.
Okay. Thanks for telling me. I'll make him move his car.

Excuse me. I want to make a complaint.
Yes. What is it?
Someone is smoking in the warehouse and it is dangerous.
Okay. Thanks for letting me know. I'll make him stop.

Excuse me. I want to make a request.
Yes. what is it?
Can you let me leave 10 minutes early?
What's the reason?
I have a doctor s appointment and the rush hour traffic will make me late.
Okay. I'll let you leave 10 minutes early today. Let me know how your appointment went. okay?
Sure.

Excuse me. I want to make a suggestion.
Sure. What is it?
I think we should have the mechanic look at the forklift because it is acting funny.
Okay. Thanks for letting me know. I'll let the supervisor know that you told me, and I'll have a mechanic look at it.

Worksheet

Put this paragraph into the past tense.

I work in the warehouse. I pack a lot of materials and I mix a lot of batches. So I have a lot of work to do. My supervisor gives me help if I have a question, and I am able to finish all of my jobs. Also, I have lunch with my friends everyday. This is nice because we spend time talking and laughing. Often I bring my lunch. I eat sandwiches and I drink soda for lunch. Sometimes we go out for a pizza. But if I don't have any extra money then I can't go.

Worksheet

Irregular verbs

1. Yesterday I _____ to work at 9:00.
   (to come)

2. We _____ to pack the boxes.
   (to begin)

3. I _____ my own lunch.
   (to bring)

4. They _____ champagne at the wedding.
   (to drink)

5. You _____ six slices of pepperoni pizza!
   (to eat)

6. She _____ work at 5:00.
   (to leave)

7. He _____ me an old newspaper.
   (to give)

8. We _____ a lot of fun on the boat.
   (to have)

9. They _____ too much noise in the warehouse.
   (to make)

10. He _____ a ticket for driving too fast.
    (to get)

Lesson: Past progressive/Quantity: too, enough/Countable and noncountable nouns

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the past progressive in sentences and questions.
2. Correctly use the words too and enough in sentences.
3. Distinguish between countable and noncountable nouns and use them correctly.
4. Identify the steps involved in a simple process: mixing procedure.

Rhein Chemie Lesson #12

Verb use: Past Progressive

to be (past) + verb + ING

At 8:00 last night. I was watching television.
I wasn't listening to the radio.
Yesterday at noon. he was walking his dog.
She was driving to work at rush hour.
We were mixing the batches at 2:00 yesterday.
You weren't mixing the batches. but you were packing.

QUESTION FORMAT:

?	to be	subj.	verb (ing)	misc.
What	were	you	doing	at 3:00?
Where	was	he	sitting	during the meeting?
Why	were	they	using	the old machine?
When	were	we	watching	TV?
Who	was		listening	to the radio?
How long	was	he	using	the old machine?

* * *

Short replies:

Were you working yesterday at noon?	Yes. I was. No. I wasn't.
Were they listening to the news?	Yes. they were. No. they weren't.
Was she using the computer?	Yes. she was. No. she wasn't.

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QUANTITY

too / enough

too + adjective enough + noun

He is too young to drive.
She is too old to run the marathon.
The machine is too hot to touch.
The box is too heavy for me to lift.

He has enough money to buy a new car.
They work enough hours to make $500 a week.
She doesn't have enough time to type the letter, but she has enough time to make coffee.

* * *

Question and answer practice:

I am not too young to vote: I am old enough.
He is not too short to touch the ceiling: he is tall enough.
The new machine is too expensive: we don't have enough money.

MUCH vs. MANY

uncountable nouns countable nouns

How much coffee do you drink?
(coffee is not countable)

How many cups of coffee do you drink?
(cups are countable)

* *

How much work do you have?
(work is not countable)

How many jobs do you have?
(jobs are countable)

* *

Breaking things down into countable and noncountable nouns:

noncountable	countable (can take S)
paper	pieces of paper
pizza	pizzas / slices of pizza
tea	cups of tea
beer	cans / bottles / glasses
space	inches / feet / yards
distance	miles / kilometers
weight	pounds / ounces / liters
furniture	pieces of furniture
luggage	pieces / suitcases
time	seconds / minutes / hours
	days / months / years
money	dollars / cents
sugar	spoons / cups
milk	cups / cartons
gasoline	gallons / liters
water	cups / glasses
fruit	fruits / oranges etc.
ice cream	cones / cups

READING practice: recycling

Vocabulary: to dump, to recycle, alternatives, to have X done, sound, to dump, landfill, to end up, threat, to threaten, to pose, immediate, in spite of

. . Before you dump used motor oil on the ground or throw it in the garbage, think about your alternatives. You can take the oil to a recycling center, or you can give it to a service station that will have it recycled for you. To recycle means to reuse materials rather than throwing them away. Recycling is the most environmentally sound thing you can do with old motor oil. When oil is not recycled, it is dumped on the ground or buried in a landfill, where it might well end up in your drinking water or food. What's more, dumped oil poses an immediate threat to the health of birds, small land animals, and plants. In spite of these dangers, only about 10 percent of all used oils is presently being recycled. The other 90 percent ends up in the ground.

PROCESS: mixing procedure

Band Rubber and Binder

Add sulfur and DPG to pan -- mix with oil

Add powder plus oil mix to mill: open mill -- add some oil to nip

Add altax to hop with remaining oil -- open mill quickly

Band on take off roll

Tighten mill

Sample and take off

GOAL:

What materials do you need?

How many steps are there?

What are they? (list them below)

Lesson: Past progressive and the simple past/Indefinite articles

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Create sentences and questions that combine the past progressive and simple past.
2. Create sentences using the form: long action plus <u>when</u> and short action.
3. Create sentences using the form: <u>while</u> plus long action, short action.
4. Formulate complex questions.
5. Correctly use indefinite articles.
6. Report events that occurred in the past.
7. Identify steps in a process: following a formula.

Phein Chemie Lesson #13

Review: quantity (see worksheet)
Past progressive and the simple past: long and short actions in the past

1) long action (past progressive) plus WHEN and short action (simple past)

I was driving to work when I saw a deer.
He was working in the warehouse when the fire started.
They were eating lunch when the fire alarm went off.

* *

2) WHILE plus long action (progressive), short action (simple past)

While I was driving to work, I saw a deer.
While he was working in the warehouse, the fire started.
While they were eating lunch, the fire alarm went off.

SAME subject to both parts:

While talking to my sister on the phone, I heard a loud noise.

While driving to work, I saw an accident.

After leaving work, he went home.

* * *

COMPLEX questions:

?	helper	subj.	vb + ing	WHEN . . .
What	were	you	doing	when the phone rang?
Where	was	he	sitting	when the teacher entered?
Who	was		smoking	when the fire started?

QUANTITY cont'd

either noncount or plural	only noncount	only plural
a lot of some any more the most	a little much an amount of less	a few many a number of fewer

I have a lot of time and a lot of jobs to do.
We ate a lot of pizza, and we drank much beer.
He has fewer jobs than I do: he has less work than I do.
They have more money than I do, but they have fewer friends.

NOTE: more money, more time
less money, less time
but fewer friends, fewer hours, fewer dollars

QUESTIONS:

Do you have any aspirin?
Yes, I have some change.

Do you have any change?
No, I don't have anay change.

NOTE: avoid double negative

I don't have ~~no~~ time.
ANY

He doesn't like ~~no one~~.
ANYONE.

Indefinite articles:
anyone, someone, everyone, no one / everything, something, nothing, anything / everybody, somebody, nobody, anybody } take singular verb

Nobody has any time to play.
Everybody is happy on payday.
Somebody is eating garlic.
Is anybody speaking Italian? No, no one is speaking Italian.

Reporting in the past:

He said I was busy.
They said we were working too hard.
She asked if I had any change.
I told her that I didn't have any change.
They asked me where I parked, and I told them that I parked in front of the building.

* * *

Role play: reporting events in the past

Can I ask you a few questions?
Sure. Go right ahead.
Did you see _____ yesterday?
Yes. I did. I saw him while I was working.
What was he wearing?
He was wearing white overalls and safety glasses.
Was he working?
Yes, he was. But he was talking a lot.
Was he bothering you?
No, not really. Why do you ask?
Someone said he wasn't wearing safety glasses and that he wasn't working.
No, he was wearing safety glasses and he was working.
Okay, thanks.

Do you have a few minutes to talk?
Sure. Go right ahead.
What were you doing at noon on Tuesday?
I was eating lunch and talking to Peter.
Where were you sitting?
We were sitting in the cafeteria.
Did your supervisor come in?
Yes, he came in while I was eating.
Did he give you anything?
No, he didn't give me anything. Why do you ask?
Someone said he gave you an extra job assignment.
No, he didn't give me anything.
Okay. Thanks.

PROCESS: formula Q & A

CODE	NAME	LBS
. . .	PARACRIL BJLT M-30 only	28.3
100304	VANOX ZMTI	50.0
100320	AMINOX	25.0
100811	RECCO wax 140-B	2.0
10013	NIPOL 1312	7.4
	TOTAL WEIGHT	115.0

PROTECTIVE EQUIPMENT -- WHITECAP AND OVERALLS

(YOU MUST WEAR WHITECAP!!!)

Where would you expect to find the information above?

What protective equipment must you wear for this job?

What are the three types of information given?

What is the total weight of the mix?

What chemical does code nmber 10811 represent?

What is the code number for AMINOX?

How many pounds of VANOX do you need?

worksheet

QUANTITY

1. (few / little) I bought a _____ apples at the supermarket.
2. (many / much) How _____ rooms do you have in your apartment?
3. (many / much) How _____ room do you have for parking?
4. (few / little) Could you lend me a _____ money until next week?
5. (few / little) I need a _____ advice.
6. (less / fewer) Lowfat milk has _____ calories than regular milk.
7. (less / fewer) Lowfat milk has _____ cholesterol than regular milk.
8. (much / many) I asked him how _____ batches he mixed.
9. (much / many) He told me how _____ work he did that day.
10. (the least / the fewest) Paul mixed the _____ number of batches beccause he felt sick that day.

Lesson: Present Perfect

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present perfect in sentences and questions.
2. Use the present perfect in negative sentences.
3. Use words indicating time in sentences and questions.

Rhein Chemie Lesson #14

Review: past progressive (see worksheet)
Verb practice: Present Perfect
Use of continuous time: this week. this month. etc.
so far. since. frequency (two times this week)

To have + past participle

(for reg. vbs. making the past participle - vb + ed)

talk --→ talked
walk --→ walked
watch --→ watched
listened --→ listened
ask --→ asked

I have talked to my supervisor two times this week.
He has asked me to stay late this week.
She has watched TV every night this month.
This month. we have studied english.
This year. I have worked very hard.

Negatives:
I haven't talked to my boss yet.
He hasn't asked me to work late.
She hasn't watched any TV today.
We haven't studied Italian.
I haven't been a couch potato this year.

- - - -

QUESTION format:

?	helper	subj.	verb	misc.
How often	have	you	worked	this week?
Where	has	she	studied	english?
When	have	we	visited	my family?
Who	has		watched	TV?
Why	have	you	signed up for the	GED course?

* * *

Short answers:

Have you talked to Sam?	Yes. I have. No. I haven't.
Has she visited her family?	Yes. she has. No. she hasn't.
Have we worked hard today?	Yes. we have. No. we haven't.
Has it rained today?	Yes. it has. No. it hasn't.

Role play: what have you done?

What have you done today?
I have mixed a batch and I have packed.
Have you talked to Saul?
No. I haven't.
Have you studied english?
Yes. I have.

What have you worked on today?
I have worked on the pellets today.
Have you finished?
Yes. I have.

Reading practice: safety and health

vocabaulary: life expectancy. factors. advances. reductions. to reduce. to achieve. to improve

Between 1900 and the present time. the United States has been able to raise the average life expectancy from about 47 years in 1900 to about 75 years today. This increase has resulted from several factors. _____ is that the lives of children have become safer. Early in the century. for example. dangerous _____ labor practices were stopped. A second _____

is that advances in work safety and medicine improved the health of adult Americans. Great reductions were achieved in the _____ of deaths in the workplace. A _____ factor is that increased education at all levels has brought a new public awareness of health and safety.

Discussion IN THE WORKPLACE: what are some things that you do to increase your safety and the safety of others?

verb	past tense	past participle
to be	was	been
to break	broke	broken
to bring	brought	brought
to buy	bought	bought
to choose	chose	chosen
to come	came	come
to drink	drank	drunk
to eat	ate	eaten
to fly	flew	flown
to give	gave	given
to go	went	gone
to have	had	had
to keep	kept	kept
to know	knew	known
to make	made	made
to put	put	put
to read	read	read
to say	said	said
to see	saw	seen
to sell	sold	sold
to sit	sat	sat
to speak	spoke	spoken
to spend	spent	spent
to take	took	taken
to tell	told	told
to write	wrote	written
to wear	wore	worn

Worksheet

Past Progressive

1. Yesterday at noon I _____ lunch. (to eat)

2. Last week, he _____ his friends. (to visit)

3. Yesterday, she _____ to her supervisor after lunch. (to talk)

4. Before lunch, it _____. (to rain)

5. It was 60 degrees, so it _____. (to snow)

6. When I walked into the room, my dog _____. (to sleep)

7. While I was sleeping, my dogs _____ around the house. (to walk)

8. He _____ his friends when he lost his wallet. (to visit)

9. They _____ TV when the phone rang. (to watch)

10. I _____ my car to break down, but it didn't. (to expect)

Worksheet

Present Perfect
Answer these questions!

1. How long have you lived in NJ?

2. How long have you worked at Rhein Chemie?

3. How long have you known Carol?

4. How long have we studied English together?

5. How long has Carol worked at Rhein Chemie?

6. How long has George Bush been president?

7. How long have we had to learn English today?

8. What kinds of hobbies have you been busy with lately?

9. Who have you visited recently?

10. So far, what have you learned in this class?

Lesson: Present perfect and simple past: double questions words:

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Ask and answer questions that lead to follow up questions.
2. Ask and answer questions that use time words.
3. Write a paragraph about their jobs.
4. Ask for needed supplies.

Role Plays: running out of important material

1)
Excuse me. but I have run out of _____.
When did you run out?
I ran out this morning.
How much do you need?
I need _____.
Okay. thanks. I'll make sure that you get some.
Thanks.

2)
Excuse me. but we have run out of handtowels in the restroom.
When did you run out?
We ran out just now.
Are there any left?
No. there are none left at all.
Okay. I ll make sure that more are put in the restroom.
Thanks.

3)
Excuse me. but we have run out of boxes.
When did you run out?
We ran out yesterday afternoon. but it was too late to ask for more.
Okay. I ll get more boxes from storage.
Thanks a lot.

4)
Teacher. we are running out of time.
Oh really? How much time do we have left?
We have only five minutes left.
Okay. I'll hurry.

Reading practice: eye protection notice

Vocabulary: to protect X against Y. a result of. audit. exceptions to a rule. to cooperate with X. to eliminate. elimination

Eye protection is required in all plant and laboratory areas. This is a result of the recent Miles Safety Audit. The lunch room. the cafeteria. and the offices are the _____ exceptions to this rule. Your continued cooperation will help in the elimination of any _____ injuries.

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Rhein Chemie Lesson #15

Present Perfect review (see worksheet)
Present perfect and simple past: double questions
 time words: ever, recently, lately

Q: Have you ever visited Florida?
A: Yes, I have.
Q: Oh, really? When did you go there?
A: I went there two years ago.

Q: Has she ever seen the mill unit?
A: Yes, she has.
Q: When did she see it?
A: She saw it yesterday.

Q: Have you eaten at any good restaurants lately?
A: Yes, I have.
Q: Where did you eat?
A: I ate at Casa Espanola.

Q: Where have you been recently?
A: I have been to Philadelphia lately.
Q: Oh, really? When did you go there?
A: I went there last week.

Q: What have you done so far?
A: So far I have mixed this batch.
Q: Did it turn out okay?
A: Yes, it did.

Job description: write a single paragraph about your job.
Think about answering some of these questions:
1) What is your job title
2) What particular jobs do you usually do
3) What processes do you perform
4) What materials do you work with
5) What machines do you work with
6) What training have you had

Worksheet

Present Perfect - regular and irregular verbs

1. Sam _____ sad this week. (to be)
2. His car _____ running. (to stop)
3. Susan _____ many tests this year. (to take)
4. Rhein Chemie _____ new machines. (to buy)
5. They _____ each other for years. (to know)
6. You _____ the boss about the problem. (to tell)
7. Because he is lazy, he _____ his bed. (to make)
8. William _____ his lunch in the fridge. (to put)
9. Because it is only 11:00, William _____ yet. (to eat)
10. The noise _____ me a headache! (to give)
11. Because she doesn't know what color she likes the best.

    she _____ a new car yet. (to choose)
12. After 20 years, our parents _____ their old letters. (to keep)
13. They _____ their jackets today. (to wear)
14. He _____ to Dot twiece today. (to speak)
15. In this class, we _____ a few paragraphs. (to write)

Irregular Verbs

1. Last year he _____ three colds.
   (to catch)

2. They _____ a new grill for the yard.
   (to buy)

3. Trenton _____ the capitol of NJ more than 150 years ago. (to become)

4. She _____ her leg skiing. (to break)

5. We _____ in New Jersey. (to grow up)

6. She _____ the chocolate candy from the children and she _____ it all for herself. (to hide / to keep)

7. He _____ off the small ladder and he _____ really stupid. (to fall / to feel)

8. When I _____ to Panama City, I _____ my passport. (to fly / to forget)

9. The warehouse light _____ out right after he _____ the flashlight. (to go / to find)

10. We _____ the news about the hurricane as we _____ to work. (to hear / to drive)

Irregular Verbs

1. She _____ Steve from five years ago. (to know)

2. They _____ for lunch at noon. (to meet)

3. He _____ her $10 for lunch. (to lend)

4. She _____ him back the next day. (to pay)

5. The phone _____ only two times. (to ring)

6. She _____ that she _____ three miles every night. (to says / to run)

7. When I _____ my wallet. I _____ the police. (to lose / to tell)

8. It _____ $15 when she _____ us the new materials. (to cost / to send)

9. After he _____ the magazine. he _____ it on the coffee table. (to read / to put)

10. We _____ to call our supervisor. but we _____ to call the plant manager instead. (to mean / to choose)

Irregular Verbs

1. We _____ in the conference room for two hours. (to sit)

2. Last night, he _____ well. (to sleep)

3. I _____ a great movie last weekend. (to see)

4. The group _____ the test after lunch. (to take)

5. The supervisor _____ the formulation sheets on the counter. (to set)

6. Bill _____ next to me when I _____ to the secretary. (to stand / to speak)

7. I _____ you _____ the problem with the machine. (to think / to understand)

8. They _____ a big party because their division _____ the most products. (to throw / to sell)

9. She _____ a pair of old pants because she _____ her new pair of pants at work. (to wear / to tear)

10. The teacher _____ us the new words and we _____ the letter ourselves. (to teach / to write)